DOCUMENT RESUME

ED 318 562 PS 018 745

AUTHOR Butts, Katherine G.
TITLE Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Utilization of Community Resources in the School.
PUB DATE Jun 85
NOTE 161p.; Master's Practicum Report, Nova University.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Art Education; *Community Involvement; *Community Resources; Environmental Education; Health Education; *Kindergarten; Nutrition Instruction; *Outreach Programs; *Primary Education; Safety

ABSTRACT

This document describes a program which used community resources to enrich the kindergarten program. The program was organized into three phases. The phases concerned children's care for their health, care for the environment, and involvement with arts in the community. Resource persons from the community, such as a dentist, a psychologist, a forester, and an artist, came into the classrooms to teach the children about their areas of expertise. Teachers developed objectives for each phase. Pre- and posttests were administered to the children. Evaluation forms, lists of materials and activities, program outlines, and a letter to parents are included in the appendices. (PCB)

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PARTNERS IN EXCELLENCE: ENRICHING THE KINDERGARTEN CURRICULUM THROUGH EFFECTIVE UTILIZATION OF COMMUNITY RESOURCES IN THE SCHOOL

by

KATHERINE G. BUTTS

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

June, 1985

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Authorship Statement

I hereby testify that this paper and the work reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Katherine G. Butts

Katherine G. Butts

Abstract and Index

Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Utilization of Community Resources in the School.

Butts, Katherine G., 1985: Practicum Report, Nova University, Center for the Advancement of Education

Descriptors: Community Resources/School Involvement/Educational Resources/Curriculum Enrichment/Kindergarten/Primary Education/Health Education/Environmental Education/Art Appreciation/Fine Arts/Theatre Arts

The author organized and implemented a program that enlisted community volunteers to enrich the kindergarten curriculum in the areas of health, safety, environmental education, and the arts. Based on results provided in the report, the program was proven to be beneficial to the 110 students, five kindergarten teachers, and the community volunteers who participated. Included in the appendices are lists of materials used for follow-up activities in the classrooms, and the evaluation forms for the students, teachers, and volunteers.

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OBSERVER VERIFICATION FORM

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Holland Elementary Kindergarten students were enriched and their curricula enhanced by the varied talents of the community resource people whom Mrs. Butts brought to the children. The success of this project clearly calls for its continuation on a yearly basis. Although I was only able to attend one presentation, I was kept studiously well informed about the activities.

Practicum Title: Partners in Excellence: Enriching the Kindergarten Curriculum through the Effective Utilization of Community Resources in the School

Student's Name: Katherine G. Butts

Program Site: Ft. Pierce, Florida Date: May 31, 1985

Observer's Name: Jessee H. Kuhn Jessee H. Kuhn
(please print ---------and sign)

Observer's position: Curriculum Coordinator, Holland Elementary

Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Utilization of Community Resources in the School

Purpose

The writer is employed as a kindergarten teacher in a public school located in coastal Central Florida. The term "area" is used to denote a portion of the county comprised of one major city of approximately 50,000 residents and numerous smaller adjoining cities. The total population of the area is 160,400, according to statistics furnished by the local Chamber of Commerce.

On November 2, 1984, a meeting was held for educators, business representatives, and members representing various community groups in the area for the purpose of generating support for increased community involvement in the public schools. Sponsors of the meeting were the local school system and Harris Corporation. Having attended the meeting, the writer concluded the following: (a) There are many "human resources" in the area who can enhance the education of

young children; (b) Most of the people who are willing to share their talents, expertise, and interests with children lack direction as to "what" and "how" they can contribute; (c) A program which enlists the services of some of the talented and informed citizens in our area is needed at the school in which the writer is employed; and (d) A program of this type could help the children in the school identify with the community-at-large. The meeting held in November, 1984, was the catalyst for planning and implementing the program described in this report.

The project involved five kindergarten teachers, and 110 kindergarten students in an elementary school situated in a community adjacent to a military base. Eighty percent of those attending the school are children of military personnel. These families are transferred every four years or less. Having taught in the school for seven years, the writer has observed that involvement and interaction with the community-at-large has been very limited. The military base is a community within itself, providing housing, shopping facilities, recreation, social events, medical

services, college-level courses, child care facilities, a library, and numerous other facilities and services. Many of the spouses of the military personnel are foreign-born with non-English speaking backgrounds.

In general, the parents of children attending the school have seemed interested and concerned about their children's education. Parent conferences have been well attended. According to information in a self-study completed by the school staff in 1981, one or more person(s) have a college degree in 60% of the families.

In December, 1984, a kindergarten grade level meeting was held for the purpose of discussing the following topics: (a) Is there a need at the school level for increased utilization of community resources - people and materials? (b) If so, what areas of the curriculum need additional emphasis and support from others outside the school? (c) What would be the benefits to the students, teachers, volunteers, and others not directly involved? (d) What are some of the considerations that should be made in planning and

organizing this type of program?

All of the teachers in attendance at the meeting recognized the need for increased and effective use of community resources in the school. They also indicated interest in participating in a program of this type. Past efforts involved a limited number of field trips and school presentations that were not always correlated well with classroom instruction. Some teachers indicated that they were not fully aware of the services or materials available, or how to make the necessary arrangements.

After reviewing the curriculum, the kindergarten teachers identified science, health, and safety as areas lacking in comprehensive instructional programs. The arts were mentioned as an area also in need of additional emphasis.

At a subsequent grade-level meeting, the educational benefits to the students were identified as follows: (a) Information could be presented in new and exciting ways by experts in given fields; (b) Presentations could motivate and inspire learning in

certain areas, and possibly stimulate life-long interests or hobbies; (c) A broader educational background for students could result from this type of program; and (d) Community volunteers could provide career awareness, and positive adult role models. Other possible benefits were also identified. Teachers could learn about new materials and teaching techniques. Through service to a school, volunteers could be more aware of "what is going on" in public education today. Being singled out as an expert in a given field could contribute to the volunteer's self-esteem. The entire project could promote good public relations, as teachers, students, and volunteers from the area work together for common goals. For the students and their families, a program utilizing community resources from the area could contribute toward identification with the community-at-large.

Organizational strategies were also discussed at this meeting. It was decided that the five kindergarten teachers and 110 kindergarten students would participate. The program would be integrated into the existing curriculum. Schedule changes would

not be necessary for any of the five classes if presentations could be scheduled from 11:15 A.M. to 12:30 P.M. on any school day. In-school presentations would be planned. Facilities in the school that can comfortably accommodate all five classes would be used. Field trips are important in terms of the educational benefits to the students. Teachers, however, are planning fewer and fewer trips due to (a) safety and legal concerns, (b) policies which discourage the use of private vehicles for school trips, (c) increased transportation costs, and (d) the loss of instructional time spent in collecting money and permission slips, transportation to and from the site, etc. One teacher remarked that the "going" is often more exciting to the students than the intended learning.

Roles and responsibilities for teachers participating in the program were specified. The writer's responsibilities would include (a) the organization of the program; (b) identification, selection, and scheduling of community resource persons; (c) preparation of specific objectives, classroom activities, and evaluation methods; and (d)

organization of materials for classroom use. The other teachers would be responsible for providing the classroom instructional input and participating in the evaluation process.

Following the meetings with the other kindergarten teachers, the writer met with the curriculum coordinator of the school, who was also acting principal at the time. After being briefed on the interest of the kindergarten teachers in bringing additional community resource persons into the school, the writer was given consent to proceed with the plans.

The school self-study of 1981 (conducted by the school staff for accreditation purposes) included the following as areas lacking or in need of improvement: (a) a community resource file, (b) use of community resources, people, and staff, (c) communication between staff and community, (d) an organized safety program, (e) utilization of materials for broadening students' awareness of the world of work, and (f) additional experiences that would assist students in their social development and skills in interpersonal relations. Art was identified as the most important area of the

curriculum in need of additional emphasis. In a statement of philosophy included in the study, the importance of creative experiences was mentioned.

A tentative outline of the program was written (see Appendix A), which was later revised. Health and safety instruction had been identified by the kindergarten teachers in the schools as areas of the curriculum in need of additional emphasis. In the fall, 1984, two safety programs were presented - one on water safety (by the Coast Guard Auxiliary), and another on fire safety (by the local fire department). According to the 1981 school self-study, 90% of the students walk or ride bicycles to and from school. It was decided that instruction in bicycle safety would be included in the program.

In selecting areas of science to include in the program, a major consideration was that the topics had to be meaningful and relevant to the everyday lives of the students in the school. The school and military base are situated on land located between the ocean and inland waterways. Brown pelicans, ibis, cranes, and manatees can be observed in the child's environment. A

bald eagle frequently flies over the playground. Recent housing developments constructed in environmentally sensitive areas near the school (nesting sites, mangrove areas, etc.) have been the subject of much local controversy. Litter has also been a community concern, and a school problem. Recent campaigns made only temporary improvements. Environmental awareness and appreciation were selected as relevant areas of study to be included in the program.

As stated previously, a 1981 self-study by the school staff identified the arts as the most important area of the curriculum in need of additional emphasis. The music program at the school is excellent and comprehensive. The children have had opportunities to see numerous musical groups perform. Exposure to other art forms in the community has been more limited.

Most kindergarten students have not been to art exhibitions, professional dance performances, or had opportunities to see painters, sculptors, and other artists at work. In the kindergarten classrooms, there are many art experiences provided. A district

teachers' guide identifies concepts to teach, and includes suggested activities. It was decided that the kindergarten students would benefit from live, "first-hand" experiences in seeing dancers, a painter, a sculptor, and actors create their own form of "magic".

A directory, published by the local Chamber of Commerce, was helpful in identifying persons who might contribute services or provide materials. As a resident of the area for many years, the writer knew of several agencies and individuals to contact. For a listing of those contacted, see Appendix B. The responses from those contacted by mail or by telephone indicated a willingness to participate, or made reference to others who could be contacted.

An opinion survey (see Appendix C) was sent to the parents of the 110 kindergarten students in the school. Of the total sent, 43 forms were returned. A checklist format would probably have been more effective in soliciting parental input. The responses received indicated support for the proposed program (see Appendix D).

Members of the school's advisory committee, after reviewing the proposed program, indicated it would be comprehensive, interesting, and educational for the children involved. The value of both in-school presentations and field trips was mentioned. Additional information on the program was presented at the March, 1985, meeting of the school advisory committee. The principal (who had been appointed three weeks prior to the meeting) gave her enthusiastic support.

The program (see Appendix E) was organized into three phases: (a) Take good care of yourself (approximately four weeks); (b) Care and concern for the environment (approximately four weeks); and (c) The arts in the community (two weeks). Major objectives were written for each of the three phases. Specific behavioral objectives were written for each presentation.

I. Phase One: Take good care of yourself

The overall objectives of the first phase of the program were as follows: (a) to encourage the development of desirable health and safety attitudes, habits, and practices; (b) to provide children with information and experiences that will be the basis for sound decisions regarding one's health and safety, and that of others; (c) to promote better cooperation and communication with parents in providing a safe and healthful home environment; (d) to provide direct contact with persons in the community who provide health and related services, and (e) to promote positive attitudes toward persons with visual handicaps. Specific performance objectives were written for each area of this phase of the program.

Care of the Eyes

After a 40-minute presentation by an optometrist, most children (80%) will demonstrate the following abilities.

1. When shown a set of eight pictures, most children will identify four in which good eye care practices are shown.

2. Most children will demonstrate understanding of the importance of eyesight by identifying activities pictured on a chart for which vision is necessary.

3. Most children will verbally explain at least two services provided by an optometrist.

4. Most children will name at least two conditions or symptoms involving the eyes which should be brought to the attention of adults.

After a 30-minute presentation by a blind person, most children (80%) will demonstrate the following: (a) ability to explain some of the causes of blindness, and (b) ability to name some of the special materials, services, and techniques used by blind people. Attitudinal changes toward more acceptance of visually handicapped people were desired outcomes as well.

Care of the Teeth

After presentations by a dental hygienist and dentist (30 minutes each):

1. Most children (80%) will demonstrate (using a model and a large toothbrush) the proper way to brush teeth.

2. When given simple definitions ("clues"), most children (80%) will supply the correct terms (i.e. plague, floss, gums, cavity, decay, dental hygienist, rinse, and x-rays).

3. Most children (80%) will select one magazine picture that correctly belongs on the "Foods That Help Build Strong Teeth" chart, and one picture that belongs on the "Food That Can Make Cavities" chart.

4. Most children will be able to explain the importance of dental checkups, and some of the services provided by a dentist and dental hygienist.

Nutrition Education

After a 30-minute presentation by the nutritionist, most children (80)% will demonstrate the following abilities.

1. Most children will identify given foods in different forms by grouping the picture cards correctly.

2. Most children will explain, in simple terms, two services that can be provided by a nutritionist.

3. Most children will name two reasons why it is important to eat nutritious meals.

4. From the food cards shown, most children will name three foods that are healthful snacks.

Following the presentation by the nutritionist, and after instruction by the classroom teachers, most children (80%) will accomplish the following in addition to the objectives previously listed: (a) most children will be able to identify a variety of foods pictured on cards, (b) most children will place food cards correctly in the four main food groups, and (c) most children will demonstrate ability to plan a reasonably balanced meal using magazine pictures pasted on paper plates.

Physical Fitness

After demonstrations by a physical fitness expert and practice, most children (80%) will perform each of the following exercises: side stretches, toe touches, arm circles, bent knee sit-ups, knee-to-nose touches, run and hop exercises, and jogging. Most children will also be able to explain, in simple terms, why physical fitness is important.

Emotions

After the visitation by the psychologist, most children (80%) will demonstrate the following: (a) ability to identify five of the seven emotions expressed in the pictures shown, and provide possible causes; (b) ability to name two ways anger can be expressed without injuring self, others, or property; (c) ability to explain, in simple terms, a way in which a psychologist can help people; and (d) to provide acceptable solutions to situations described in four short stories.

Good Health Practices

After the 40-minute presentation by the registered nurse, most children (80%) will explain why each health practice pictured on charts is important. Pictures will include covering sneezes, getting adequate sleep, dressing appropriately for the weather, washing hands before meals, and visits to the doctor's office. Most children will name two services provided by nurses.

Bicycle Safety

After a 40-minute classroom presentation by a police officer, and the completion of the Bike Rodeo course, most children (80%) will be able to (a)

identify three safe and three unsafe bicycle riding practices, (b) demonstrate appropriate hand signals, and (c) recognize three traffic signs.

II. Phase Two: Concern and care for the environment

The major goal of this phase of the program was to help children understand, appreciate, and assume some responsibility for the environment in which they live.

Waste in Place

At the conclusion of the 30-minute presentation by representatives of Keep America Beautiful, Inc., most children (80%) will (a) identify five natural objects and five man-made objects in the school environment; and (b) demonstrate the proper disposal of those objects that are man-made and will not decompose.

Environmental Education

At the conclusion of the field experiences conducted by the foresters in the playground areas and adjacent vacant lots, most students (80%) will meet the following objectives:

1. Name three animals that live in areas surrounding the school, and the animals and/or plants they use for food.

2. Name an animal that is protected by its color.

3. Give an example of interdependence between animals, plants, and soil.

4. Identify two plants commonly found in the school's yards.

5. Name two ways man has upset nature, as observed in the local community.

6. Name two ways people can care for natural resources.

Endangered Species

After a 30-minute presentation on manatees by a representative of Florida Power and Light, most children (80%) will: (a) demonstrate knowledge of the description, habitat, and behaviors of manatees through comments about their drawings of manatees, and (b) name a related cause for the decreased manatee population in Florida.

Nutritious Fruit in Our Environment

At the conclusion of the presentation by author M. Van Atta, most children (80%) will name three types of nutritious fruit that can be grown in their own backyards.

III. Phase Three: The Arts in the Community

Only a few of the wide variety of art forms found in our community were represented. A primary consideration was to plan experiences in areas in which most of the children have had limited exposure. The overall goals of this phase of the program were (a) to promote awareness and appreciation of a variety of art forms, (b) to stimulate self-confidence and interest in participating in creative expression, (c) to help develop long-term interests in the arts, and (d) to provide career awareness in the arts.

More specifically, the behavioral objectives were as follows; (a) Most children (80%) will express positive feelings about the demonstrations and performances given by the painters, a sculptor, dancers, and actors; (b) Most children (80%) will

indicate verbally that they would like to participate in more artistic and creative activities; (c) Most children (80%) will express a desire to see other artists perform and/or their works; and (d) Most children (80%) will feel they have learned more about the visual and performing arts as a result of their "first-hand" experiences at school.

Research

Rationale for the Utilization of Community Resources

According to Whetten (1981), educators have for several years "advocated the needs, and provided the rationale, of integrating the community education concept into the K-12 curriculum". (p. 2) Numerous articles have been written calling for educators to make the schools part of the mainstream of life within the community. Kerensky and Logsdon (1979) state that "education is a partnership venture in which business, industry, non-school community agencies, and the home should participate. (p. 13) Kerensky and Logsdon also emphasize that for a curriculum to be relevant and

meaningful, in-school activities and out-of-school activities should be related.

Presently, education seems to be at the top of the nation's agenda. Educators are organizing those citizens who are translating their pro-education sentiment into active participation in the schools. In Florida, all school districts have well-organized volunteer programs coordinated by the state. A statewide program for private sector initiatives is an integral part of the total program. In 1984, the office of Citizen Involvement and Business Partnerships was created in the Florida Department of Education. In January, 1985, the Florida State Department of Education and the Florida Chamber of Commerce jointly sponsored a conference in Clearwater, Florida, for the purpose of discussing ways to collaborate for school and community improvement.

While parents are members of the community, it is sometimes difficult to delineate what differentiates community involvement from parental involvement. According to Dobson (1981), "the major distinction between the two is that community involvement includes

more populations and attends to more global concerns". (p.2)

Why should educators utilize community resources? Gray (1984) says that "the contributions of a wide range of volunteers make feasible many programs and activities that would not otherwise take place in the school. Personal talents and commitments can improve education in ways that money alone cannot." (p. 405) Gray also states that high levels of enthusiasm and creativity can result.

Children, especially at the primary school level, benefit from "active learning" experiences. Long (1979) says that through concrete, first-hand illustrations and demonstrations by community volunteers, teaching and learning can be clarified. According to Long, other benefits include the following: (a) children can relate what is learned in the classroom to actual life situations, problems, and needs; (b) presentations in classrooms and field trips can develop powers of observation and problem-solving skills; and (c) community volunteers can provide role models.

Classroom teachers, according to Schwanke (1979), can find new ideas for presenting subject matter, and for developing workable projects. Long (1979) says classroom teachers can receive inspiration to become more effective, and acquire the cooperation and interest of the entire community.

Irwin and Russell (1971) reported that polls indicate that people who are close to the schools have more favorable impressions. Two functions are served when educators enlist the services of community resource persons, according to Irwin and Russell. One, by tapping the immense resources in a community, the quality of education can be improved. Secondly, utilization of community resource persons can increase the schools' visibility, thereby creating better understanding and increased public support.

Criteria for Success in Utilizing Community Resources in the Schools

As Schwanke (1979) points out, a community resource program cannot work without the full cooperation and support of those involved. Schwanke further stressed the need for carefully balanced

programs so as to not threaten or overburden any of the groups involved.

When planning a program, needs must first be identified. Important questions to be answered, states Ruffin (1984) are: (1) What are the weakest areas in the school's total program? and (2) Can those areas be strengthened through other means (i.e. curriculum revision, budget modification, personnel reassignment)?

With needs identified, goals and objectives should be written. Gray (1984) stressed the importance of clearly defined goals and measurable outcomes.

The next step in planning is to identify resources. As Sisney (1984) points out, those willing to provide services to the schools do not always know "how" or "what" they can contribute. Wherry (1984) stresses that most volunteers from the community have had no training as teachers and they want and need direction from the school. Wherry also says that it is important to let volunteers know the amount of time allotted; effective techniques for the age group; how the presentations relate to classroom activities; and

other things the students will be interested in (i.e. the speaker's background).

The remaining steps in planning for success, according to Gray (1984), are to develop the program design, implement the program, evaluate the partnership, and insure continuing support. Taranto (1982) suggests that a program should begin small, and grow as pilot programs are developed and proven successful. Ruffin (1984) stresses the importance of evaluation to determine how close both groups came to meeting the goals and objectives of the program.

Programs Utilizing Community Resources

Locally

In the school district in which the writer is employed, parents are actively involved in providing services as library aides, clinic volunteers, classroom aides and tutors, organizers of fund raising activities, and in numerous other vital and varied services. Utilization of community resources (other than parents) varies from school to school, as well as among classes within a particular school. District programs, organized between the school system and

businesses include "career shadowing" for 11th grade students; Project Interchange for teachers and business personnel; and Project Business, an economics education program for junior high students.

State

An important part of the volunteer program in Seminole County, Florida, is the Community Resources Program. In 1984, according to Coleman (1984), 1,230 presentations were made at schools throughout the county on topics ranging from accounting to Zimbabwe. Private businesses, governmental agencies, and other citizens contribute their special knowledge, expertise, hobby, or interest. Among the benefits cited by Coleman are enhanced programs and learning opportunities; increased academic achievement; increased self-esteem and motivation for all those involved; and better rapport between schools and the community.

Gray (1984) described another successful program involving the schools and community. In Pinellas County, Florida, the Suncoast Chamber of Commerce established a partnership with the public schools to

create an economics education program. The Chamber of Commerce recruited resource people to help develop the curriculum, and sponsored an Economics Fair.

In Dade County, Florida, Goetz (1984) describes a successful program in which businesses and other community groups provide field trips, classroom speakers, tutoring, career awareness seminars, equipment, and sponsor special events for students, as a ballet performance.

Across the Nation

A program in Philadelphia, Pennsylvania, described by McGinley (1970), focuses on experiences in the immediate environment for young children in an inner-city child development center. The area surrounding the center is rich in ethnic and cultural backgrounds. Field trips included visits to a school of art, the offices of a newspaper, a gemmologist, police and fire stations, restaurants, an academy of music, the harbor area, and numerous other areas of interest.

Cameron (1982) outlined a program in the Escondido Union School District, California, in which "mystery

guests" visit intermediate grade classrooms in order to provide career information. One 30-minute visit is scheduled each week. An extensive list of the community members participating in the program is included in the report by Cameron.

Major cities across America have extensive community-school partnership programs. While it is impractical to cite all of the programs studied, brief descriptions are given of a few mentioned in a report by Gray (1984).

Houston, Texas, has 600 business people involved in direct service to 63 schools.

In Springfield, Massachusetts, DOVE volunteers (Dedicated Older Volunteers in Education Service) have provided services as tutors, mentors, and guest speakers.

In Saint Louis, Missouri, school-business-community partnerships provide management specialist, training for teachers, performances by dance groups, speakers on health-related subjects, and many other services.

In 1981, Chicago began the Adopt-a-School Program which focuses on teaching basic skills, motivating students, and career awareness through the use of community resources.

In San Francisco, the Corporate Action program was organized by the mayor, local chamber of commerce, and an organization of school volunteers to provide business-related learning experiences for students. (Gray, 1984)

Sisney (1984) reports that in Louisville, Kentucky, classroom teachers submit proposals to New Foundations, Inc., which in turn matches the needs of the teachers with services available in the community. New Foundations, Inc., Sisney says, is a collaborative effort itself, with services and funding provided by a local bank, Junior League of Louisville, a committee of business executives, and educators in the Jefferson County School District.

Rationale for Health Education

In a bulletin published by the Florida Department of Education (1972), the need for health education is stated as follows: "There has never been greater need

for a dynamic and relevant curriculum in health education. Young people must be helped to clarify for themselves what they as healthy individuals can value." (p. 1) Nutrition education is an important part of any health education program. Frank (1978) says that "only in the last decade have authors and publishers come to the realization that young children not only enjoy consuming food, but have a devouring interest in food facts." (p. 20)

The writer, and other colleagues in the school, share these opinions. Health and safety education were included in the program design.

Rationale for Environmental Education

In 1970, Bruner expressed his firm belief that "education has for the most part neglected to help children understand, appreciate, and assume responsibility for the natural and man-made environment into which they will need to adapt as adults." (p. 2) Bruner feels we are in an environmental crisis situation in our country because adult citizens of today did not receive the type of instruction that would promote understanding and appreciation of man's

place in the world. Bruner adds that we should not underestimate the power of youth in influencing the attitudes of parents. He feels that classroom learning must be enhanced and enriched by "first hand" experiences from the real world of people and things.

Successful Programs in Environmental Education

The Ann Arbor Public School System in Michigan first introduced conservation education into the existing K-12 curriculum in 1964, according to a report by Stapp (1964). The program links subject areas most closely related to conservation and includes many opportunities for students to study natural community resources under natural conditions through field experiences. Local resource problems and attitudinal changes are stressed.

In 1970, the Purdue School District in Fort Collins, Colorado, developed an extensive K-12 curriculum guide for environmental education, reports Bruner (1970). The central philosophy is that man will care for his world when he understands and appreciates it. Activities are designed to take place in or near the school, at a nature center, and at other selected

sites some distance from the classroom. Included in Bruner's report on this program are themes, basic concepts, objectives, and available resources for environmental education at the primary, intermediate, and upper grade levels.

The resource guide developed by Dawson (1974) includes activities developed by various community groups for use at the Tallahassee Junior Museum in Tallahassee, Florida. Some of the activities suggested in the guide include ten-minute nature walks, investigations of the plant and animal communities, and specific activities to heighten environmental sensitivity.

Rationale for Utilizing Community Resources for the Arts

Five years ago, Leonidas Lipovetsky, a professor at Florida State University, developed an educational program called "Project Music and the Arts". Lipovetsky uses slides with examples of architecture, painting, and sculpture in conjunction with piano concerts he performs. In a recent interview Lipovetsky

expressed to Budd (1985) his reasons for wanting to expose young children to the arts.

> Young students need to see an artist creating something in front of them. It will awaken in them the need to see or hear more. Exposure from teachers can help reinforce that interest, but in my experience it's been the actual contact with the artist that awakens in students a serious interest in the arts.....Arts have to begin at the elementary school level. If you do not know what the arts are as a child, how can you appreciate them as an adult? What kind of society do you have when the arts aren't appreciated. (p. TGIF 17)

Similar opinions have been expressed by many in the past few years. In report one written by the Arts, Education, and Americans, Inc. (1980), it is stated that direct contact between children and artists can make children aware of the "power and joy of the arts", the life and works of artists, and the part arts can play in their own lives. (p. 4) Additional reasons why artists should be encouraged to work in the schools are given by Bliss (1981) and summarized below:

1. The standard art and music curriculum can be complemented by instruction in other art forms, as theatre and dance.

2. Artists can help overcome program limitations where funds are not available for art specialists.

3. Visits by artists can help teachers strengthen personal creative abilities, and demonstrate new teaching techniques.

4. Artists can help students gain self-confidence in participating in creative experiences.

5. Artists can provide career awareness in the arts.

6. Involving artists in the schools can generate school and community pride.

7. New interests can be stimulated for teachers and students.

There are other benefits to the participating artists as well. In AEA report one of the Arts, Education and Americans, Inc. (1980) it is stated that involvement in the schools is one way for artists to meet their responsibilities to the community; develop and refine classroom teaching techniques and

approaches; and help advance long-term interests in the arts. Bliss (1981) says that by working in a school an artist can "regain childhood, with all its innocence, curiosity, and excitement." (p. 24)

While many feel that the arts are suffering in the schools, they are flourishing across the United States, according to Bliss (1981). Bliss reports that polls and other testimony indicate Americans want more art exposure for the children.

Considerations for Planning Involvement of Artists in the Schools

Bliss (1981) stresses the importance of establishing specific goals and objectives. What seem like trivial considerations, if not effectively dealt with (according to Bliss), can impede partnerships.

Community art resources can include all organizations - public or private - that are wholly or partly concerned with the arts. Among those listed in the AEA report #1 by Arts, Education, and Americans, Inc. (1980) were galleries, museums, colleges, music organizations, private art schools, theatres, dance groups, art councils, and individual artists and

craftsmen. Bliss (1981) says that resources within the school and immediate community should first be assessed. Another important consideration is the artist's ability to communicate well in the classroom. As Bliss (1981) points out, it is possible for an artist to be at the height of his or her profession, and not effectively communicate with children. Educators should recognize that the artist may need encouragement, support, and direction in how to relate to students. Orientation sessions should be planned for the artists, teachers, and others involved to review objectives and discuss specific plans. Artists will want to know the type of students they will be working with, and how they will contribute, according to Bliss (1981). Bliss also points out that students will need to know who is coming, why, how the artist was selected, background information on the artist, and what activities have been planned.

In a program implemented by the District of Columbia Public Schools (1975), evaluations of the program's implementation and operation (process evaluation), as well as evaluation of the effects of

the project on the children, teachers, and artists involved (product evaluation) were conducted. Bliss (1981) states that there will be many intangible qualities that can be directly attributed to an artist's visit which are difficult to measure.

Programs Utilizing Community Resources in the Arts

There are many schools across the nation today that are expanding and enlivening their students arts education experiences with their communities' artists and art organizations. Several programs are described.

Topping (1981) evaluated the Artists-in-the-Schools (AIS) organized in Florida by the Hillsborough County School Board and the Arts Council of Tampa-Hillsborough County. Through a grant from the United States Department of Education in 1980, programs in architecture, dance, fictional writing, filmmaking, music photography, poetry, and theatre have been presented to over 100,000 students throughout the county. The process evaluation, writes Topping, showed that the program enriched the curriculum and contributed to positive attitudes towards the arts. A need for additional orientation sessions, and for other

suggestions on ways to integrate the program into the curriculum were identified weaknesses, according to Topping (1981). Progress evaluation results, states Topping, showed that objectives were met, the programs were appropriate for the ages of the students, and students' attitudes toward self, school, and the AIS program areas were more positive after the presentations.

As stated by Myers (1984), the goals of the FACES (Friday Afternoon Choices for Enrichment of Our Students) program developed at Ramona Elementary School, California in 1982 are: (a) to provide more enriching opportunities for students, and (b) to stimulate and expand students' horizons in every area of the curriculum. Each Friday during the remaining hour of the school day, students can participate in activities that include painting, folk dancing, drama, cooking, instrumental music, sewing, and other types of activities. As Myers points out, the activities are not always correlated with classroom instruction, or the school's curriculum.

Bliss (1981) describes the Urban Gateways program in Chicago which provides a variety of arts resources and programs designed for K-12 teachers and students in 600 schools. Funding is provided from private organizations and governmental grants. The program, states Bliss, offers in-school performances, in-service workshops for teachers, student matinees for performances, and artists' residencies which usually include a field trip and exhibit.

As described by Langpap (1980) the Arts in Action Program in the Salt Lake City School District, Utah, introduces a wide spectrum of arts into participating elementary schools. Objectives are realized, writes Langpap, through an arts resource team to assist teachers; community arts agencies that assist in recruiting artists; and a community of volunteers that demonstrate and teach various art forms. Numerous benefits have resulted, as reported by Langpap, from this successful program.

Bliss (1981) describes a very successful program in San Francisco that was started in 1968 by parents who felt their children were not receiving adequate

exposure to the arts in the public schools there. The Alvarado Art Workshop, which was first organized without a budget or staff, now has a monetary value assessed at $430,000. Hundreds of artists, parents, community volunteers, and students now participate in a network of schools, according to Bliss. Puppetry, weaving, mosaics, scoring stained glass, batik, embroidery, milk carton sculpture, linoleum block printing are but a few of the experiences offered, says Bliss. Another school in the network, located in downtown San Francisco, has five artists specializing in dance, theatre, visual arts, music, and poetry augmenting the faculty. Artists and teachers work together, says Bliss, in the classroom. The program for K-5 students is funded with a $20,000 grant from the California Arts Council and matched by Alvarado Art Workshop funds.

The rationale for enlisting the services of community volunteers who are willing to share their specialized knowledge, talents, and abilities with children has been well documented. A review of the available research reinforced the writer's opinion that

enlisting the services of community resource persons could be beneficial to all who participate.

A number of programs were reviewed. In major cities across the nation there exist large-scale programs supported and organized through school-business-community partnerships. A review of the literature available on these large-scale collaborations provided a "glimpse at what could be", but provided little information applicable to the type of program planned by the writer. Other programs studied which were organized at the school level included (a) a "mystery guest" program which provides career awareness at the intermediate level, described by Cameron (1982); (b) a program involving walking tours in a major urban area, outlined by McGinley (1970); and (c) a Friday afternoon enrichment program for students at Ramona Elementary School, California, described by Myers (1984). The rationale for involving community resource volunteers was the same, or similar, in all the programs reviewed. Other programs differed from the program described in this document in organization, content, and the target population.

An outline of the program that was planned can be found in Appendix E. Some modifications of the original program design (see Appendix A) were necessary for a number of reasons: (a) time limitations; (b) the willingness by some groups to furnish materials, but not direct service; and (c) a lack of response from some of the community resource persons contacted.

The program described in this report was developed after careful consideration of (a) the needs at the school and grade level; (b) a review of other programs; (c) input by colleagues, parents, administrators, and the school advisory board; and (d) a survey of available community resources in the areas of health, safety, environmental education, and the arts. There were additional considerations.

1. Numerous people in the area were willing to share their expertise with children in the school, without any costs to the school.

2. It would be impractical in many respects, to provide this many experiences through field trips.

3. Areas in the immediate vicinity (within walking distance) of the school do not offer many possibilities for educational trips.

Methods

Preparation

The program that was implemented involved community volunteers in direct service (in the school) to 110 kindergarten students in the areas of health, safety, environmental education, and the arts. Presentations were scheduled from March 5, 1985, to May 30, 1985.

A minimum of two planning sessions was held between the writer and each participating community volunteer prior to implementation of the program. Teaching methods, equipment, facilities, and schedules were discussed after agreement on the objectives of each event. The volunteers were also contacted by telephone on the day before each scheduled presentation.

In late February, a calendar of all scheduled presentations was prepared and distributed to the kindergarten teachers, the curriculum coordinator, the school principal, and members of the school's advisory board. Grade level meetings were held prior to (and during) implementation of the program to discuss objectives, schedules, materials, evaluation procedures, and other details. Due to the possibility of changes in the program, parents were usually informed after each presentation.

Evaluation procedures involving the students were designed to (a) measure knowledge and understandings in given areas as a result of attending the presentations; and (b) measure students' performance on posttests in relation to specified objectives. Tests (and other evaluation procedures) were written and administered to students before and after each presentation. Classroom activities that reinforced and extended information presented by each volunteer were not conducted until after the posttests for that particular event were completed.

The effectiveness of each presentation was also determined by input from the participating community volunteers and kindergarten teachers. The evaluation forms that were written and used for this purpose can be found in Appendices F, G.

Prior to the implementation of the program, the kindergarten teachers expressed some concerns regarding evaluation procedures. Due to time considerations, it was decided that parent volunteers would administer most of the tests in the corridor between the kindergarten classrooms. As originally designed, 90% of the students were expected to master specific objectives following each presentation. The kindergarten teachers felt the expectations were too high, as tests would measure learning resulting from brief presentations by volunteers. Goals were modified before the program began as a result of the opinions expressed by the other kindergarten teachers. Difficulties inherent in any type of assessment methods used with young children were discussed. The following were mentioned: (a) the inappropriateness of most pencil and paper tests; (b) the problems some children

in this age group have in responding verbally to questions; and (c) the reluctance on the part of some children to respond to unknown parent volunteers.

Parent volunteers were scheduled one week prior to the day on which they were needed to test students. Procedures were discussed with parent volunteers before school hours on the days they administered the tests.

Materials that were used in follow-up activities in the classrooms were located and organized by the writer. Free materials were ordered from a number of governmental agencies and private businesses. A listing of those contacted can be found in Appendix H. The teachers determined which of the materials and suggestions provided were used to reinforce and extend concepts in their classrooms.

Implementation

Phase One - Take Good Care of Yourself

Care of the Eyes

Pretests (see Appendix I) were administered to the students on March 4, 1985. The system worked well, with a minimum of disruption to the teachers or

students. Parent volunteers indicated it was an interesting and enjoyable experience.

On March 5, 1985, the students were informed of the presentation they would be attending later that day. At 11:30 A.M., a person who is legally blind and a teacher for the visually impaired presented a program to five kindergarten teachers and their students. Using wax paper and straws, the children experienced some of the difficulties of partially sighted individuals. Among the items demonstrated were a braille typewriter, books reproduced in braille, a cane, a braille watch, and other kinesthetic teaching aids. An excellent film about four-year-old twins (one blind and the other sighted) was shown. After the program, each child received a copy of the braille alphabet. The 35 minute presentation was informative, and appropriate for the age group. The speakers were well prepared.

On March 8, 1985, an optometrist presented a program to five kindergarten classes in the auditorium. The speaker was well prepared with models, specimens, filmstrips, and other teaching aids. Prior to talking

to the children, two filmstrips were shown on eye care and the acceptance of those with visual difficulties. Unfortunately, the quality of the tapes accompanying the films was poor, and the children became restless. The optometrist regained their attention, demonstrating excellent teaching techniques. Topics discussed were: (a) the care and protection of the eyes; (b) problems which can occur; and (c) services provided by an optometrist. Puppets and other materials were distributed to the students. The forty minute presentation was effective, but lengthy for the age group.

Evaluation forms (see Appendices F, G) were completed by the speakers and kindergarten teachers. Posttests (see Appendix I) for students were given March 11, 1985.

Materials on, or related to, eye care were distributed to the kindergarten teachers. Follow-up activities were conducted only after the posttests had been administered.

Modifications were made following the first week of the program. Most of the remaining presentations

were scheduled for a maximum of two classes at a time so that the students could interact more with the speakers, and handle materials. Classrooms (instead of the auditorium) were used for most of the remaining presentations. Acoustics were better in the classrooms.

Nutrition

The pretests on nutrition (see Appendix J) were given on March 7, 1985. Three parent volunteers administered the tests.

On March 12, 1985, a nutritionist visited the kindergarten students in classrooms, with no more than two classes in attendance at each 25 minute presentation. Topics covered included: (a) the basic food groups, (b) the value of eating a variety of foods, and (c) foods that are nutritious snacks. Some of the information the speaker had been asked to include was not discussed. While the children initially responded to her soft voice and calm manner, they soon became tired of listening and answering questions. No visual aids were used during the first fifteen minutes of the presentation. A film on the

value of a good breakfast was shown following the discussion. The film was appropriate, informative, and enjoyable.

Evaluation forms (see Appendices F, G) were completed by the nutritionist and participating teachers. Posttests (see Appendix J) were given on March 13, 1985, by parent volunteers.

Activities and materials that were suggested to the participating teachers are listed in Appendix K. Following the posttests, classroom instruction reinforced and extended concepts in this area of study.

Physical Fitness

On March 14, 1985, the kindergarten teachers informally evaluated their students' ability to perform the exercises described in a booklet, "A Children's Fitness Program for Ages Two-Four and Five-Six" (published by the Florida Department of Education, 1981). Each teacher recorded the number of children who were able to perform the exercises without instruction.

Later that day, a physical fitness expert and three of her adult students instructed the children in

the correct ways to perform the exercises described in "A Children's Fitness Program for Ages Two-Four and Five-Six". Two sessions were held in the auditorium. The teachers observed that all the children were able to perform the series of exercises. The instructor was very enthusiastic, and related well to the children. Physical fitness routines that are taught to adults were also demonstrated, and the importance of physical exercise was explained. The children thoroughly enjoyed this event, and were eager to repeat the exercises in classrooms during the weeks that followed.

Evaluation forms (see Appendices F, G) were completed by the physical fitness instructor and the kindergarten teachers. Through observation of the children during the event and follow-up discussions, the teachers determined that objectives had been met.

Additional materials that were recommended for classroom use are listed below.

Records - "Aerobics for Kids" by Georgiana L. Stewart (Kimbo Records)

"Rhythmic Activities and Physical Fitness" (Kimbo Records)

Books to be Read Aloud -

Burstein, J. (1978). Slim Goodbody - what can go wrong and how to be strong. New York: McGraw-Hill.

Tier, C. S. (1982). What it is and what it does. New York: Morrow.

Films - "Our Wonderful Body - How it Moves" (Coronet, 1968)

"Physical Fitness and Good Health" (Upjohn, 1969)

Dental care

The pretests (see Appendix L) were administered on March 15, 1985. High school students (enrolled in child care courses) were at the school on this day, and were able to assist the parent volunteers.

On March 18, 1985, the dental hygienist met with no more than two classes at a time in the classrooms. She demonstrated proper toothbrushing techniques using a large toothbrush and a model of teeth. The importance of frequent brushing was emphasized, although alternatives were mentioned for times when brushing is not possible. Flossing of the teeth was

briefly mentioned. In the dental hygienist's opinion, children in this age group are too young to floss the teeth properly, and can damage gums. The services provided by a dental hygienist were also discussed.

The speaker used effective teaching methods, and group management skills. She had a good rapport with the children, who were polite and attentive during the 20 minute presentations.

On the following day, March 19, 1985, a dentist visited the kindergarten classrooms. He discussed the causes of tooth decay, the importance of a balanced diet, proper brushing techniques, and some of the procedures used by a dentist. The children responded to his warm patient manner and were engrossed in the detailed explanations. During the talk, the dentist periodically removed tools, models, and pictures from a large box which helped focus the children's attention. Questions were asked by the students, and the dentist very effectively limited the "stories" so many were eager to share.

The posttests were given on March 19 and 20, 1985. After the kindergarten students had completed

the posttests, the parent volunteers informed the writer of the difficulties many children had in answering question two (see Appendix L). Many were able to demonstrate understanding of the terms when the information was solicited in another way.

Evaluation forms were completed by the dentist and dental hygienist (see Appendix F). The kindergarten teachers also evaluated the presentations (see Appendix G).

Materials which were made available to the other participating teachers are listed in Appendix M. Each teacher determined which of the available materials were used in follow-up activities.

Additional work assignments prevented the school nurse (who visits the school once a week) from giving a presentation on March 21, 1985. The classroom visits were rescheduled for a later date.

Bicycle Safety

Two weeks prior to the program on bicycle safety, the writer met with the school principal. The basketball courts were chosen as the site for the Bike Rodeo, and the physical education teachers were

informed of this decision. A draft of a letter informing parents of the planned events was also approved.

A letter to the parents of the kindergarten students was sent a few days in advance of the scheduled events. Parents were informed that the students would: (a) receive instruction in safe bicycling practices, the use of hand signals, and recognition of road signs from a police officer; and (b) have the opportunity to demonstrate their knowledge and skills by completing a bicycle course on March 28, 1985. While parents were encouraged to have their child's bicycle at school for the Bike Rodeo, those children who did not have bicycles were able to participate. Parents who did not object to their child's bicycle being used by other children were asked (in the letter) to notify their child's teacher. Several notes were received.

The pretests (see Appendix N) were administered on March 22, 1985. High school students assisted the parent volunteers.

On March 25, 1985, a police officer instructed the

students in safe bicycling practices, the use of hand signals, and recognition of road signs. The officer spoke to a maximum of two classes at a time, for approximately 25 minutes with each group. The children were very interested, and asked pertinent questions. Excellent teaching aids were used. The kindergarten teachers were impressed by the officer's ability to instruct and manage the children.

On March 28, 1985, the police officer arrived at 8:30 A.M. to set up the bicycle course for the Bike Rodeo. The teachers explained the event and procedures for that day to their students. Five 35 minute periods were scheduled during the morning. Daily schedules (i.e. lunch periods) were not changed. Each teacher, at the designated time, took students in that class to the basketball courts with their bicycles. The police officer was responsible for guiding the children in each class through the course, assisted by the classroom teacher and a parent volunteer. Approximately 15% of the students walked through the course. These children were asked to explain (rather than demonstrate) how they would respond in given situations. All students had to demonstrate the

the correct use of hand signals, and understanding of road signs.

The Bike Rodeo was successful. The teachers were pleased and relieved that there were no emotional upsets related to this event.

Each child's performance at the Bike Rodeo was recorded (see Appendix N). Results were used to determine if objectives had been met. Evaluation forms were completed by the police officer and the kindergarten teachers (see Appendices F, G).

Additional materials that were suggested for classroom use are listed in Appendix O. The teachers determined which materials were used for follow-up activities in their classrooms.

Emotional Health

Pretests were given on April 1, 1985, by the classroom teachers. Coincidentially, lessons scheduled by the school guidance counselor for April 1-3, 1985, were similar in content to those planned by the psychologist. This necessitated a change in the test (see Appendix P). Since the posttests were designed to measure performance based on input by the community

resource volunteers, only questions one and four of the test were used (see Appendix P). Through better communication between the writer and the school counselor, these problems could have been avoided.

Three sessions were scheduled with the psychologist on April 2, 1985. The psychologist met with a maximum of two classes at each 20 minute session. Through questioning, the children were led to identify a range of normal emotions, and to recognize situations which often prompt certain emotional responses. The psychologist's experience in counseling students was evident. Difficult concepts were explained in a manner appropriate to the children's level of understanding. A couple of kindergarten students who had been counseled by a psychologist freely expressed their feelings about their experiences.

Posttests were given by the classroom teachers on April 4, 1985. The teachers and psychologist completed evaluation forms (see Appendices F, G).

Books that were recommended to the other kindergarten teachers for classroom use are listed below.

Allard, H. (1979). Bumps in the night. New York: Doubleday.

Cohen, M. (1967). Will I have a friend? New York: MacMillan.

Mitchell, E. (1969). The temper tantrum book. New York: Viking.

Viorst, J. (1975). Alexander and the terrible, horrible, no good, very bad day. New York: Atheneum.

Vreeken, E. (1966). One day everything went wrong. Chicago: Follett.

Zolotov, C. (1969). The hating book. New York: Harper.

Phase Two: Concern and Care for the Environment

Author and Environmentalist - M. Van Atta

Marion Van Atta has written books and articles expressing her appreciation and concern for the local environment. The writer expressed a desire to speak with the children on edible fruits grown in the area.

On the morning of April 3, 1985, the kindergarten teachers asked each of their students to name three types of fruit that could be grown in their own backyards. Responses were recorded. The students were also informed of the presentation they would attend later that day.

Two 25 minute presentations were planned - one for two classes and the other for three classes. Mr. and Mrs. Van Atta showed slides of the many different types of edible fruits that can be grown in the area. Mrs. Van Atta explained that dried fruit samples would be offered instead of fresh samples due to a winter freeze. The fruits sampled were unfamiliar to most of the children, but very few refused to taste those offered. Each class was given seeds of a fruit tree to plant. Newsletters published by Marian Van Atta were given to the children to take home to their parents. Materials written by M. Van Atta were also donated to the school library.

The evaluation procedure used with students before the presentation was repeated on April 4, 1985.

Evaluation forms (see Appendices F, G) were completed by the kindergarten teachers and Marian Van Atta.

An Endangered Species: Manatees

On April 15, 1985, the kindergarten teachers asked each of their students to draw a picture of a manatee. The sharing of comments and drawings between students was discouraged. When the drawings were completed, the teachers asked each of their students to describe his or her drawing. Students who seemed generally well informed about manatees received blue dots in the corners of the pictures. Numerous questions about manatees were asked by the students. Having anticipated the questions, a uniform response had been agreed upon by the teachers. The students were told that the special guest who would visit the following day would discuss manatees, and answer questions. Drawings were collected.

The representative from Florida Power and Light was scheduled for two presentations on April 16, 1985. Two classes attended one session, and three classes attended the other. After a brief introduction, the speaker showed an excellent film, "Silent Sirens". The

film was interesting, comprehensive on the subject of manatees, and appropriate for the age group. Following the film, the speaker made a few comments and answered questions.

The evaluation procedures used with students before the presentation were repeated on April 17, 1985. Evaluation forms were completed by the representative from Florida Power and Light and the kindergarten teachers (see Appendices F, G). The Fact (Florida Aids for Classroom Teachers) Catalog published by Florida Power and Light is an excellent source of free materials. Resource materials on manatees (which had been ordered from the catalog) were distributed to the kindergarten teachers.

Environmental Education - Foresters

The forester (with whom the writer had been communicating for four months) resigned from his position less than two weeks before the planned visit. Two other foresters agreed to present a program, and a meeting was hastily arranged at the school for April 23, 1985. All the necessary decisions regarding the content and organization of the program were made at

this meeting. The foresters seemed confident, and were unreceptive to many of the suggestions from the writer.

Due to changes in the program, the pretest which had been written (see Appendix Q) was modified to include only questions one, two, four, and seven. Parent volunteers administered the tests on April 24, 1985.

Five sessions were scheduled, with only one class attending each 25 minute presentation at a time. It was not necessary to change any daily schedules for lunch or special activity classes.

On the morning of the program, April 25, 1985, the foresters decided not to divide each class into smaller groups. All sessions were conducted outdoors. Each session began with the foresters asking the children questions about the plant and animal life near the school. The answers were very interesting! Yarn and picture cards were then used to form food chains. Although the children enjoyed this activity, it was apparent to the teachers that basic concepts were not understood by many students. To conclude each session, the foresters walked around the playground and adjacent

lots with the children, answering their questions. Fire prevention and the importance of not disturbing the plant and animal life were emphasized.

Posttests were given to the students by the kindergarten teachers on April 26, 1985. Evaluation forms (see Appendices F, G) were completed by the foresters and the kindergarten teachers.

Materials that were recommended for follow-up activities are listed in Appendix R. Copies of the L.E.E.P. program (Local Environmental Education Program) were provided by the foresters. The L.E.E.P. program is published by the Florida Department of Agriculture.

Litter Awareness

The writer had been in contact with a volunteer from Keep America Beautiful, Inc. for almost four months. Unfortunately, the volunteer was injured in an accident three days prior to the scheduled visit. Substitute volunteers (who were familiar with the "Waste in Place" curriculum) were contacted. Plans were made by telephone on April 29, 1985. The writer prepared some of the items necessary for the

presentation.

On April 30, 1985, the pretests (see Appendix S) were given by the kindergarten teachers. Due to the design of the test, group administration was possible. All other tests were given individually.

The "Waste in Place" curriculum (developed by Keep America Beautiful, Inc.) consists of seven study units for elementary age children. The kindergarten unit is based on the concept that five-year-olds can (a) learn to handle refuse properly, and (b) understand the relationship between their actions and the quality of the environment in which they live. The major goal of the program presented on May 1, 1985, was to teach the children to differentiate between natural objects and man-made objects (which must be properly disposed of or reclaimed).

Three sessions (with a maximum of two classes in attendance at each 25 minute session) were planned. Each session began with the speakers holding up objects, and asking the children to decide if they were natural or man-made. The children were involved in classifying the objects into labeled boxes - natural or

man-made. Litter bags were distributed. The children were instructed to pick up two pieces of man-made litter from the playground area. The writer had placed several dead tree branches in containers in a school corridor. Each child disposed of one piece of litter in the trash can, and placed the other on a "trash tree". The trees were displayed for two days, and served as a reminder to all students in the school to avoid littering.

Each child received a balloon and sticker printed with a reminder to keep America beautiful. The kindergarten teachers were given Woodsy Owl Classroom Kits (available from the Public Service Council in Aptos, California).

Comments from the speakers, teachers, and students indicated the program was successful. The school custodians were especially pleased, and asked if the program would be repeated next year.

Posttests (see Appendix S) were given on May, 2, 1985 by the kindergarten teachers. Evaluation forms were also completed by the speakers and the kindergarten teachers (see Appendices F, G).

Phase Three: The Arts in the Community

Visual Arts

The pretests for the visual arts were given on May 3, 1985, through the cooperative efforts of the kindergarten teachers, high school students, and a parent volunteer (see Appendix T). There were three programs scheduled for the week of May 6, 1985.

Art Appreciation

The demonstration by a well known painter from this area was cancelled two days prior to the scheduled visit due to serious illness in her family. The writer and a parent volunteer organized an art appreciation program that was given in lieu of the painting demonstration on May 7, 1985. Paintings and sculpture were borrowed from private collections and a local public library. Books with large prints of famous paintings were collected. Remarkably, the presentation was organized in a day.

The objectives of the presentation on art appreciation are listed below.

1. Most children will discuss their reasons for enjoying art activities.

2. After a discussion, most children will realize that famous artists create for some of the same reasons.

3. After looking at original paintings and prints, most children will compare and contrast the varied styles represented.

4. The children will examine several pieces of sculpture, and learn about the processes used to create them.

Schedules were changed, and other arrangements were made so that the writer could speak to all the kindergarten students. Three 25 minute presentations were scheduled.

Judging from the reactions of the students and teachers, the program was informative and worthwhile for those in attendance. Requests to repeat the presentations were received from teachers of other grade-levels. The importance of being resourceful and flexible was reinforced by this experience.

Painting on Porcelain

In planning the project described in this report, an effort was made to involve senior citizens from the

area. The porcelain artist who visited the kindergarten students on May 8, 1985, is an energetic and talented woman over 70 years of age.

In consideration of the amount of time the artist would need to spend at the school, only two 25 minute sessions were planned. Three classes were scheduled for the first, and two classes were scheduled for the second session.

Some of the lovely items painted "free-hand" by the artist were displayed. The children attending the first session viewed the display as they entered the classroom. Shortly after the artist began to paint, it was obvious that the group was too large for this type of presentation. Some of the children could not see the artist at work. The children were very interested, but it was difficult for the artist to respond to their many questions.

The writer quickly revised the schedule after the first session. The other two teachers were notified that their classes would attend the presentation separately for 15 minutes each. Chairs were arranged immediately in front of the artist.

The teachers who attended the shorter sessions reported that the revised plan worked well. The children were very impressed with the artist's talent. At each session (according to the teachers) many children complimented the guest on her beautiful creations.

The artist seemed unaffected by the confusion that existed during the first session. She was especially pleased that the children enjoyed the display, and that they made so many nice comments to her. The event ended positively, but it was unfortunate that the writer had not anticipated some of the difficulties that arose.

Sculpture

The artists who were invited to the school use metal and clay to create their sculpture. Both artists are dynamic individuals who enjoy young children.

In planning the program, the writer and artists decided that the children should be actively involved in a "hands-on" activity in addition to observing demonstrations. The event was organized so that each class would spend 35 minutes with the two artists. One

agreed to assist the children in creating clay sculptures, while the other artist agreed to give demonstrations.

The day before the program, the writer made the necessary preparations at the school. Faculty members were informed that one hallway would be occupied on the following morning by kindergarten students. The custodians were reassured that precautions would be taken to minimize the clean-up required afterwards. The clay was unloaded. Other materials such as paint smocks, plastic tablecloths, and sheets of cardboard were organized.

The artists were scheduled to be in the school from 9:30 A.M. to 12:30 P.M. on May 9, 1985. At a designated time, each teacher took her students into the hallway, and gave each child a paint smock. After the children were seated on carpet squares, the clay was distributed. Following instruction by the one artist, the children were able to create their own sculpture. As the students worked with the clay, a few children at a time were directed to the potter's wheel. The other artist created vases, bowls and other items.

Several children in each class sat next to the potter, and helped shape the clay on the wheel. The children's creations were placed on large sheets of cardboard and placed in an empty classroom to dry.

The program was successful. The time provided for each class was adequate. The students, teachers, and artists thoroughly enjoyed the memorable experience. Several faculty members came to observe and take pictures.

An incident that occurred after the event was an example of how meaningful the experience had been for the students. One kindergarten student could not be located. He was finally found admiring his piece of sculpture. With a broad smile he said, "Isn't it beautiful? I made it myself!"

Evaluation forms were completed by each volunteer who had visited the school during the week of May 6, 1984 (see Appendix F). The kindergarten teachers also completed an evaluation form for each presentation (see Appendix G). Posttests were given to the students by parent volunteers on May 13, 1985 (see Appendix U).

Performing Arts

The pretests for the performing arts were given on May 14, 1985. Parent volunteers administered the tests individually to the students (see Appendix V).

Dance

The owner of a dance studio (who had agreed to organize a performance) cancelled the visit in March. The president of an association of dance instructors was contacted. In response to an announcement at one of the meetings, a dancer volunteered to come to the school. After meeting the dancer, the writer felt fortunate to have located such a talented and pleasant individual.

Two performances (with 2-3 classes at each) were scheduled for May 15, 1985. The dancer performed ballet, jazz, and other contemporary dances. Children were selected to participate in creative movements using scarves, a simple ballet, and a modern dance that incorporated Kung-Fu movements. For the final performance, all the students and teachers were invited to participate in an aerobic dance.

The children's responses to the dance performance could be described in one word - ecstatic! Feedback

from the other teachers was immediate. They felt the program was outstanding in every respect. In a follow-up conversation with the dancer, she had wonderful comments concerning the children, teachers, and the facilities.

Round Dancing

Four couples (who are members of a dance group for senior citizens) performed round dancing at the school on May 16, 1985. Round dancing is ballroom dancing performed in a circle. The dancers are cued so that they perform the same steps at the same time.

One 30 minute performance was given to the five kindergarten classes in the school auditorium. The couples were attractively attired in square dance outfits which appealed to the children. Each dance was briefly explained. The children saw a variety of dances they might not otherwise see performed. Afterwards, the students shook hands with the dancers, and thanked them for coming.

The dancers felt the performances were appreciated. One dancer said, "The children weren't the only ones excited. I didn't sleep a wink!" All of

the dancers commented that they would enjoy performing at the school again.

From the reactions of the students and teachers, the writer concluded that seeing the performances had been an enjoyable and worthwhile experience. One child enthusiastically asked, "What type of dances will we see tomorrow?"

Children's Theatre

The director of a local children's theatre group is also the mother of a kindergarten student in the school. She was very pleased to have been asked to have the group perform at the school.

The dress rehearsal of "Alice on Trial" (based on Alice in Wonderland) was held on the evening of May 30, 1985, in the school auditorium. The performers were all elementary school age children. Kindergarten students, their families, and their teachers attended. The performers were very talented and the audience seemed to enjoy the play. It was important for the kindergarten students to see young children involved in a theatrical production. Hopefully, the experience

inspired some children to want to participate in this type of activity.

The posttests were given by parent volunteers on May 31, 1985 (see Appendix W). Evaluation forms were completed by the dancers and the director of the theatre group (see Appendix F). The kindergarten teachers completed evaluation forms for each of the performing arts programs (see Appendix G).

Actors from other local theatre groups were invited to the school. All who were contacted were interested, but could not consent to come due to work commitments.

Results

The following sections include: (a) evaluations of each presentation given by community resource volunteers; and (b) comments and conclusions regarding the overall effectiveness of the program.

Phase One: Take Good Care of Yourself

Care of the Eyes

The evaluation form used for students before and after the presentations included seven questions (see Appendix I). On the posttests, the students were also asked how they felt about the presentations (question eight). The tests were administered individually by parent volunteers one day prior to the program on visual handicaps, and two days after the optometrist's visit. Parent volunteers were given instructions on how to administer the tests by the writer. If the correctness of a response was questionable, the volunteers were told to record the child's actual response.

The test results are listed in Table 1. Test data for students who missed the pretest, a presentation, or the posttest were not included. Based on student performance on the tests, five of the eight objectives were met. Most of the students (a) named some causes of blindness, (b) would choose a blind child as a friend, (c) identified ways to protect the eyes, and (d) identified activities requiring vision. Eighty-eight percent responded positively to the

Table 1

Results of Tests Given to Students on Eye Care

Number of students = 108

Question	Pretest (no. correct)	%	Posttest (no. correct)	%	Objective Met (80%)	% Gain
1	(7)	6%	(86)	80%	YES	+ 74%
2	(12)	11%	(62)	57%	NO	+ 46%
3	(72)	67%	(98)	91%	YES	+ 24%
4	(36)	33%	(101)	94%	YES	+ 61%
5	(47)	44%	(97)	90%	YES	+ 46%
6	(3)	3%	(77)	71%	NO	+ 68%
7	(5)	5%	(72)	67%	NO	+ 62%
8	------		(95)	88%	YES	------

Note. Percentages are rounded to the nearest percent.

presentations. Most of the other responses on question eight indicated empathy for those with visual handicaps (e.g. "sad because they can't see").

One evaluation form for each kindergarten teacher was used to evaluate the presentations on eye care (see Appendix G). All five teachers agreed that the objectives for the program had been met, the subject was relevant to the on-going kindergarten curriculum, and the presentations were appropriate for the ages of the children. Forms were completed by the teachers prior to being informed of test results. Ratings of the program were mixed - one excellent, three good, and one satisfactory. Four of the five teachers recommended that the presentations on eye care be repeated during the next school year.

Evaluation forms were completed by the teacher of the visually impaired, the person who is blind, and the optometrist. All three felt their presentations were worthwhile for the students, met the stated objectives, and were personally beneficial. Although they indicated that the facilities were appropriate, two of the volunteers stated that smaller groups should have

been organized. The three community volunteers wrote on the forms that they would consider repeating the presentations during the next school year. The optometrist commented that the writer was extremely organized, students were courteous, and the other teachers were helpful. He remarked that he considered it a privilege to have been asked to talk to the children.

There were other important benefits to students. Many students had not met individuals who are blind or partially sighted. The visually impaired volunteer who spoke to the children is an energetic, intelligent, and kind person. Her visit contributed toward the understanding and acceptance of those with visual handicaps. The other two speakers were also excellent adult role models, and provided information about their chosen professions.

Based on the input from students, teachers, and the community volunteers, the writer concluded that the presentations were effective. Smaller groups would be organized if the presentations were to be repeated during the next school year.

Nutrition

The pretests (see Appendix J) were given by parent volunteers during the week prior to the nutritionist's visit. Posttests were administered the day after the presentation on March 13, 1985. Question one was omitted from the posttest as the information was not included in the presentation. Results of the tests given to students can be found in Table 2. Based on the students' performance, only one of the three objectives was met. Most children (84%) were able to name three nutritious snacks. Half of the children responded correctly to this question on the pretest. Seventy-three per cent could name two reasons why good eating habits are important. Only 46% could name three services provided by a nutritionist.

Evaluation forms were completed by the kindergarten teachers (see Appendix G). All five teachers indicated the program was appropriate for the ages of the children, and was related to the on-going curriculum. Four teachers felt objectives had been partially met, while one teacher felt all were met. Ratings of the program were mixed - one excellent, two

Table 2

Results of Tests Given to Students on Nutrition

Number of students = 104

Question	Pretest (no. correct)	%	Posttest (no. correct)	%	Objective Met (80%)	% Gain
1	(35)	34%	omitted		------	------
2	(38)	37%	(76)	73%	NO	+ 36%
3	(54)	52%	(87)	84%	YES	+ 32%
4	(1)	1%	(49)	47%	NO	+ 46%

Note. Percentages are rounded to the nearest percent.

good, and one satisfactory. Three of the five teachers would like to see this presentation repeated during the next school year if some modifications could be made.

The speaker's responses to all questions on the evaluation form were "yes" (see Appendix F). She also made several positive comments about the school and the kindergarten students.

In the writer's opinion, a presentation on nutrition should be included in future programs. The presentation given was not as effective as it could have been due to the teaching strategies used by the speaker. Although the nutritionist had given other talks to school groups, additional suggestions should have been given during the planning sessions. Perhaps another speaker on this subject could be contacted if this type of program is planned during the next school year.

Physical Fitness

On March 14, 1985, the kindergarten teachers informally evaluated their students' abilities to perform the exercises described in a booklet, "A Children's Fitness Program for Ages Two-Four and

Five-Six" (published by the Florida Department of Education, 1981). Each teacher recorded the number of students who could correctly perform the exercises without instruction. The results are listed in Table 3. As shown, one class performed exceptionally well. The students in this class had been exercising regularly in the classroom.

After the children received instruction from the physical fitness expert, the teachers closely observed their students perform the exercises. Surprisingly, all the children were able to successfully complete the exercises.

Evaluation forms were completed by the kindergarten teachers (see Appendix G). Four of the five teachers rated the program as excellent! They felt the objectives were met, the program was appropriate, and it should be repeated during the next school year. All of the teachers indicated on the form that the program was related to the on-going kindergarten curriculum.

The physical fitness instructor completed an evaluation form (see Appendix F). All of the responses

Table 3

Results of Students' Ability to Perform the Exercises before Instruction

Class	no. students	no. successful	% successful
1	23	20	87%
2	21	3	14%
3	21	0	0%
4	20	2	1%
5	23	2	9%

Note. Percentages are rounded to the nearest percent.

were positive, with the exception of question five. She is moving out of the area, and will be unable to participate in future programs.

Two of the main reasons for the success of this program were: (a) the children were actively involved, and (b) the children responded to the friendly and outgoing personality of the instructor. The instructor was also a positive adult role model, particularly for the minority children in attendance. Many favorable comments were made by parents.

Dental Care

The evaluation form used for students before and after the visits by the dentist and dental hygienist can be found in Appendix L. On the posttests, the students were also asked how they felt about the presentations (question six). The tests were administered during the week before the presentations, and one to two days after the dentist's visit. High school students assisted the parent volunteers in giving the tests individually to students.

The results of the tests are listed in Table 4. Based on test results, four of the six objectives were

Table 4

Results of Tests Given to Students on Dental Care

Number of students = 102

Question	Pretest (no. correct)	%	Posttest (no. correct)	%	Objective Met (80%)	% Gain
1	(12)	12%	(79)	77%	NO	+65%
2	(16)	16%	(42)	41%	NO	+25%
3	(72)	71%	(95)	93%	YES	+22%
4	(31)	30%	(83)	81%	YES	+51%
5	(9)	9%	(99)	97%	YES	+88%
6	------		(102)	100%	YES	------

Note. Percentages are rounded to the nearest percent.

met. After the presentations, more than 80% of the students could (a) identify a food that helps build strong teeth and one that does not, (b) name two services provided by a dentist, and (c) name a service provided by a dental hygienist. All students evaluated responded positively to the presentations. Although the objective of 80% was not met, 77% of the students could demonstrate proper brushing techniques using a model after the presentations. The 65% gain was significant. As previously mentioned, those who administered the tests questioned the validity of question two. They felt most children would have responded correctly if they had been asked to explain each term.

One evaluation form for each teacher was used to evaluate both presentations on dental care (see Appendix G). All five teachers felt the objectives had been met, the subject was relevant to the curriculum, and the presentations were appropriate for the ages of the children. Four of the five teachers rated the presentations as excellent, while one teacher rated them as good. All five teachers agreed that the

presentations should be repeated during the next school year.

Both volunteers indicated on the evaluation forms that they felt their presentations met the stated objectives and were beneficial to the students and themselves (see Appendix F). The dentist and dental hygienist expressed their thanks for having been invited to talk to the students, and commented on their attentiveness.

The presentations on dental care were successful. The children were very interested in the subject, and the speakers used excellent teaching techniques and materials. Both the dentist and dental hygienist were positive adult role models, and informed students about their chosen professions.

Bicycle Safety

The pretests (see Appendix N) were administered three days prior to the classroom presentations given by the police officer. Of the 104 students evaluated, 25% correctly identified safe and unsafe bicycling practices on a chart. Only 3% could demonstrate

appropriate hand signals for the situations described and identify the road signs on a chart.

At the Bike Rodeo, each child's performance was recorded. The police officer, students, and teachers were extremely pleased that 96% of the students successfully completed the course.

The kindergarten teachers were in complete agreement regarding the effectiveness of the program on bicycle safety. All five teachers rated the program as excellent (see Appendix G). Objectives were met. The program was appropriate for the ages of the children, and related to the curriculum. The teachers would like the program to be repeated during the next school year.

The police officer responded "yes" to all questions on the evaluation form (see Appendix F). She felt the objectives had been met. In her opinion the presentation was worthwhile to the students, and personally beneficial. Comments were made on the excellent cooperation received from the students and their teachers.

The program on bicycle safety was successful in all respects. The organizational plan worked well. The children learned valuable safety lessons which could be applied in their daily lives. The police officer was an effective instructor, and a positive adult role model.

Emotional Health

As previously explained, the evaluation form was changed to include only questions one and four (see Appendix P). The pretests were administered by the teachers on the day before the psychologist's visit. Of the 110 students evaluated, 25% could identify five of the seven emotions expressed in the pictures. Only 4% of the children could explain, in simple terms, how a psychologist helps people.

Two days after the psychologist's visit, the children were asked again to respond to the same questions. Five of the seven emotions expressed in the pictures were correctly identified by 83% of the students. Ninety-one percent could explain, in simple terms, how a psychologist helps people. Based on the students' performance, the objectives were met.

Evaluation forms were completed by the kindergarten teachers (see Appendix G). All of the teachers felt the objectives of the program were met, and the subject was related to the on-going kindergarten curriculum. Four of the five teachers indicated the presentation was appropriate for the ages of the children. Ratings were mixed - three excellent and two good. Four teachers recommended that the presentation by the psychologist be repeated next year.

The psychologist responded positively to each question on the evaluation form (see Appendix G). He commented that children and their parents need to be exposed and desensitized to psychologists. He feels that positive attitudes need to be developed so there will be less reluctance to seek professional help if it is needed.

The writer agrees with the psychologist's comments. Although the content of the program could have been effectively presented by the school counselor, the psychologist's visit was beneficial. It is important for children to understand that there are specially trained individuals called psychologists who

can help people with serious emotional problems. Observing the techniques used by the psychologist during discussions was beneficial to the teachers. It is recommended that this presentation be repeated during the next school year.

Phase Two: Care and Concern for the Environment

Author - Environmentalist

On April 3, 1985, the kindergarten teachers asked each of their students to name three types of fruit that could be grown in their own backyards. Responses were recorded. Of the 107 students asked, 40% of the children responded correctly to the question. The same procedure was repeated after the presentation. Of those questioned, 88% answered correctly - a gain of 48%.

Evaluation forms were completed by the teachers (see Appendix G). The teachers agreed that the objectives had been met, and the program was appropriate for the ages of the children. Two teachers did not feel the program was related to the kindergarten curriculum. Ratings were mixed - one excellent and four good. Four of the five teachers

recommended that the program be repeated during the next school year.

On the evaluation form (see Appendix F) the speaker answered "yes" to all five questions, indicating her positive feelings about the visit. She also wrote that talking with the kindergarten students had been a delightful experience.

M. Van Arta is knowledgeable in a number of areas relating to the environment. The children enjoyed the fruit samples, slide presentation, and watching "their fruit tree" grow. The teachers would be honored to have this speaker return to the school. Perhaps another subject more relevant to the on-going kindergarten curriculum could be suggested.

An Endangered Species - Manatees

On April 15, 1985, the kindergarten teachers recorded the number of students who were well informed about manatees. Evaluations were based on the children's drawings, and on comments about these drawings. Of the 101 students evaluated, 36 (or about 36%) were knowledgeable in this area. The same evaluation procedures were repeated on April 17, 1985,

after the presentation. Of the 101 students evaluated, 100 (99%) could draw recognizable manatees. They were also able to give a reason why the species is endangered, and describe the habitat and food consumed by manatees. The gain of 63% is impressive considering it resulted from information received in one brief presentation.

Evaluations by the teachers indicated the stated objectives had been met, the program was appropriate for the age-levels, and it was related to the kindergarten curriculum. All five of the teachers would like to see the program repeated during the next school year (see Appendix G). The ratings given by the teachers were two excellent and three good. Some teachers indicated that the film was excellent, but more information should have been contributed by the representative from Florida Power and Light.

The representative from Florida Power and Light completed an evaluation form (see Appendix F). The positive responses indicated that he felt the program was beneficial.

Environmental Education - Foresters

As previously mentioned, the evaluation form for students was modified (see Appendix Q). Results of the tests can be found in Table 5. Only three of the five objectives were met. Results show that 80% of the students could name three animals found in the area, and name a food source for each. Of the 98 students questioned, 97% had positive comments about the presentations. Percentages gained following the presentations are significant.

Evaluation forms completed by the kindergarten teachers indicated they felt the objectives were partially met, and the program was related to the kindergarten curriculum (see Appendix G). One teacher did not feel the presentation was appropriate for the ages of the children. Ratings were mixed - one excellent, three good, and one satisfactory. Three of the five teachers would like to see the program repeated during the next school year.

The foresters discussed each item on the evaluation form with the writer (see Appendix F). They felt the program had been very worthwhile, but had several suggestions for improvement. In their opinion,

Table 5

Results of Tests Given to Students on the Environment

Number of students = 98

Question	Pretest (no. correct) %	Posttest (no. correct) %	Objective Met (80%)	% Gain
1	(10) 10%	(78) 80%	YES	+70%
2	(28) 29%	(70) 71%	NO	+42%
4	(8) 8%	(55) 56%	NO	+48%
7	(17) 17%	(68) 69%	NO	+52%
10	-------	(95) 97%	YES	------

Note. Percentages are rounded to the nearest percent.

adequate time was not provided. During the next school year, the foresters would like to spend a week at the school, working with the kindergarten students in smaller groups. During our discussions, their commitment to environmental education for young children was obvious.

The writer shared many of the same opinions expressed by the foresters. Although additional lessons in this area were conducted by the classroom teachers, test results were based only on the input by the foresters. Objectives might have been unrealistic. Students need many experiences to formulate concepts and acquire knowledge about their environment. The foresters can make a valuable contribution. They are knowledgeable and relate well to the students. In the future, this presentation could serve as an introduction to more comprehensive units of study in the classrooms, or as the first of a series of lessons taught by the foresters.

Other factors were also considered in assessing the effectiveness of the presentations. Due to circumstances previously mentioned, the foresters were

invited just days before they visited the school. They had spent two grueling weeks prior to the visit fighting numerous local brush fires. Also, the teacher who rated the presentation as excellent was scheduled for the first session. The rating of satisfactory was given by a teacher whose class was scheduled for the last session. It was very warm outdoors, and the children were less attentive during the last session.

Litter Awareness

The pretests were given to the students on April 30, 1985, by the kindergarten teachers (see Appendix S). Unlike the tests for other presentations, group administration was possible. Of the 99 students evaluated, 49% were able to correctly differentiate between natural and man-made objects on the test form.

On May 2, 1985, the same test was given after the presentation by the volunteers from Keep America Beautiful, Incorporated. Of the 99 students evaluated, 89% received correct answers on the tests - a gain of 40%. The major objective was met.

The five kindergarten teachers who evaluated the presentations responded positively to all the questions

on the form (see Appendix G). Every teacher indicated the presentations were excellent. In addition, the teachers felt the children enjoyed being actively involved and learned from the program.

The presentations were equally as rewarding for the volunteers. Their responses on the evaluation form were all positive (see Appendix F). The director of Keep America Beautiful, Incorporated, also said that both volunteers were extremely pleased with the outcome, and felt they were effective instructors. Neither of the volunteers had previously given presentations to children.

Observations of the children during subsequent weeks indicated that the children were more conscientious about keeping the school grounds "litter-free". The custodial staff was delighted! The trash trees also served as a reminder to other students in the school.

Phase Three: The Arts in the Community

Visual Arts

The pretests were designed to assess student's attitudes toward art activities, confidence in their

abilities to create, and previous exposure to painters and sculptors (see Appendix T). The results of the pretests given on May 3, 1985, are listed in Table 6. Of the 106 students evaluated, 89% or more said they enjoy art activities, and feel they can create beautiful works of art. It is interesting that almost 60% of the students said they had seen painters, and 43% mentioned painting as their most enjoyable art activity. Only 25% said they had seen a sculptor. The term was explained to those who seemed puzzled. Few children (4%) mentioned working with clay as their most enjoyable art activity.

Posttests were given on May 13, 1985 (see Appendix U). Almost all of the students (94% or more) said they (a) enjoyed the experiences, (b) would like more art activities, (c) would like to see other artists and their works, and (d) had learned more about painting and sculpture from the programs.

The presentations given by the porcelain artist were evaluated by the kindergarten teachers (see Appendix G). All five teachers felt the presentations (a) met the objectives, (b) were appropriate for the

Table 6

Results of Tests Given to Students on the Visual Arts

Number of students = 106

Pretest Question	(+ responses)	%	Posttest Question	(+ responses)	%
1	(62)	58%	1	(106)	100%
2	(27)	25%	2	(103)	97%
3	(65)	61%	3	(104)	98%
4	(100)	94%	4	(103)	97%
*5	(listed below)		5	(100)	94%
6	(94)	89%			

Note. The questions differ on the pretests and posttests. Refer to Appendices T, U. The symbol + means positive responses.

*5 Responses:

Drawing	(14)	13%
Coloring	(28)	26%
Clay	(4)	4%
Painting	(46)	43%
Crafts	(4)	4%
All Types	(4)	4%
None	(6)	6%

children, (c) related to the curriculum, and (d) should be repeated during the next school year. Two teachers rated the program as excellent, while the three teachers who attended the first session rated it as good. As previously mentioned, there were problems due to overcrowding during the first session. The problems were resolved for the remaining sessions. A couple of teachers remarked that the demonstration and display introduced the children to a new medium.

The porcelain painting demonstration was successful. Judging from the comments made by the children, they were very interested and impressed with the artist's works. The artist was flattered by their responses, and felt the program had been worthwhile. She indicated her willingness to repeat the presentation during the next school year on the evaluation form (see Appendix F).

It is difficult to express in words the excitement generated by the sculptors' visit. On the posttest, the children were asked to tell the examiner abut the artists' visits. Although one word responses are often given at this age level, 66% described in detail their

experiences with the clay and sculptors. The teachers responded positively to all questions on the evaluation form, and rated the program as excellent!

The sculptors were pleased with the outcome and felt the entire experience had been very rewarding. On the evaluation form, both volunteers wrote that they would like to be invited again in the future (see Appendix F).

Performing Arts

The pretests (see Appendix V) were designed to determine if the children enjoy participating in plays and dance activities, as well as to assess their previous experiences in this area. The results are listed in Table 7. Most of the children had not seen dance performances (only 38%), or attended plays other than those given at school (54%). Less than 75% of the children said they like to participate in plays and dance activities.

After seeing the play presented by the children's theatre group and a variety of dances performed, the posttests were given (see Appendix W). Results are listed in Table 7. Almost all of the children (95% or

Table 7

Results of Tests Given to Students on the Performing Arts

Number of students = 102

Pretests Question	(no. +) %	Posttests Question	(no. +) %
1	(39) 38%	1	(100) 98%
2	(55) 54%	2	(102) 100%
3	(68) 67%	3	(84) 82%
4	(73) 72%	4	(85) 83%
5	(80) 78%	5	(90) 88%
		6	(100) 98%
		7	(97) 95%

Note. Questions differ on the pretests and posttests (see Appendices V, W). Percentages are rounded to the nearest percent. The symbol + represents positive responses.

more) said they enjoyed the performances, and would like to see other plays and dances performed. About 80% would like to participate more in plays and dance activities. After the performances, an additional 10% of the children said they would like to be an actor (actress) or dancer when they grow up. The performances were worthwhile for the students (based on their test results, reactions during the performances, and subsequent comments to teachers). The events broadened their experiential backgrounds, and promoted positive attitudes toward the performing arts.

The kindergarten teachers completed evaluation forms for each performance (see Appendix G). There was a consensus of opinion regarding all of the performances. The teachers agreed that the performances (a) met the objectives, (b) were appropriate for the children, (c) related to the curriculum, and (d) should be repeated during the next school year. The performances were rated as excellent. One teacher said is was nice for the children to see that people of all ages like to dance. Others remarked that the children had the opportunity to view dances that they might not

otherwise see performed. After the play, teachers and many parents commented on the importance of the children seeing other children involved in this type of activity.

The performers were equally pleased and enthusiastic about their contributions to the program. They all felt the performances given at the school were personally beneficial and worthwhile for the students. They also indicated they would enjoy giving repeat performances during the next school year.

Conclusions

The entire program was beneficial to the kindergarten students in the school. The community resource volunteers inspired learning, helped build positive attitudes, and stimulated new interests in many areas. The kindergarten program was enhanced. Learning opportunities which broadened the children's educational backgrounds were provided. The presentations generated enthusiasm and motivation among the students. The special events were eagerly anticipated, and appreciated. Some of the information that is taught in the classrooms was related to actual

life situations, activities, and problems in the community. The children were better able to identify with the community-at-large. Fortunately, the volunteers had those special qualities to which children respond. All were positive adult role models. In addition, career awareness was provided by the community volunteers who visited the school.

The presentations were also worthwhile for the kindergarten teachers. The curriculum was complemented and enriched. The teachers gained new ideas for presenting information and developing classroom projects. Participating in the program as a team was enjoyable, and contributed to good relations between the teachers.

As indicated by the responses on the evaluation forms and other comments, all of the community volunteers felt their visits were personally beneficial and rewarding. They were pleased to have been "singled out" as experts in their field. After contributing successfully to the educational program, many felt increased self-esteem and personal satisfaction. After the visitations, the volunteers were better informed

about the school's program, and were favorably impressed. Every effort was made to make the volunteers feel comfortable in the school environment. For some, giving a presentation to children was a new and positive experience. For others, the visits provided opportunities to refine their teaching techniques. Letters of appreciation were sent to all the community volunteers who participated in the program. Pleasant comments made by teachers and students were often shared during subsequent telephone calls.

The entire project was a valuable learning experience for the writer. During the process of locating community resource volunteers, the writer became acquainted with a wealth of talented individuals in the area. New sources of free and inexpensive materials were found. Communication and organizational skills were improved as a result of working with the other kindergarten teachers, students, community resource volunteers, parent volunteers, and others not directly involved (i.e. parents, administrators, and the custodial staff).

Special efforts were made to ensure the success of the project. The details involved in planning for each event were carefully considered. The community resource volunteers were given direction, support, and encouragement. The other teachers who participated were involved in the decision-making process. Disruptions of the normal kindergarten schedules and routines were minimized. The evaluation process (which could have been burdensome to the teachers) operated smoothly due to the excellent cooperation received from parent volunteers. The parent volunteers were praised for their assistance.

Other benefits were increased visibility for the school, and better rapport with the community-at-large. Good relationships resulted from teachers, community volunteers, students, and parent volunteers working together toward common goals.

Recommendations

A decision has been made to repeat the program in the school at the kindergarten level, with some

modifications. Suggested improvements stated previously in this report will be considered. In addition, the project will be extended over a longer period of time to allow more time for follow-up activities and instruction in the classrooms. Some of the presentations that were eliminated from the original program design (see Appendix A) will probably be included. The program will also be expanded in other areas to include community resource volunteers who have recently indicated their interest in participating.

During implementation of the program, a couple of teachers at the intermediate level asked for assistance in organizing Career Awareness Days. Other teachers at the primary level would like to attend some of the presentations in the future. The school principal will be notified of the writer's interest in sharing information with other teachers.

As a result of organizing this project, the writer recognized the need for a community resources directory. A service organization was contacted. Due to other commitments, members cannot support another

project at this time. The writer would like to help organize a committee at the school level to compile a community resources directory.

The kindergarten resource teacher for the county school system will be informed of the outcome of this project. If there is interest in implementing similar programs in other schools, the writer would be pleased to serve as a consultant.

The project was successful. Although many positive results have been described, hopefully there will be other intangible rewards that are not easily measured or presently known. Perhaps, one day a famous dancer will recall receiving inspiration from a dance performance attended as a kindergarten student in the school.

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APPENDIX A

Program Outline: Draft One

	Phase One:	Take Good Care of Yourself
4 weeks March 4th begin	Body Resources (Health)	- Optometrist - Society for the Advancement of the Blind - Dental Wives Auxiliary - Dental Hygienist - Nutritionist - National Dairy Council - Registered Nurse - Physical Fitness Expert - Psychologist
	Staying Safe	- Safety expert - Police

	Phase Two:	Care of the Environment
4 weeks April 1-4	Water - A Valuable Resource	- College Science Instructor - Director, local water authority
April 15th - May 3	Preserving Endangered Lands	- Board Member - Erna Nixon Hammock - Conservationist - (Division of Forestry)
	Endangered Animals	- Author, M. Van Atta, Living off the Land - Florida Power and Light "Save the Manatee
	Keeping Our Community Clean	- Program" - Audubon Society - Keep America Beautiful Inc.
	Economics - Project to contribute funds to worth-while programs	- Banker (deposits, withdrawals, checking accounts, interest)
	Our community of long ago fossils	- a local anthropological society

Phase Three: The Arts in Our Community

		Resources
2-3 weeks May 24 (completion date)	Visual Arts	- Potter Painter China Painter Calligraphy Sculptor
	Performing Arts	- Theater - Dancing Instructor - Mime

APPENDIX B

Listing of Community Resources Contacted

The following individuals were contacted by mail or by telephone:

- an optometrist
- a nutritionist
- a physical fitness expert
- a porcelain artist
- a painter
- an archaeologist
- a dentist
- a dental hygienist
- a psychologist
- a policeman
- a banker
- a sculptor
- an author
- the school nurse (A nurse from the county health department visits the school one day a week)
- the director of a local children's theatre group
- a college science instructor

Organizations and agencies contacted were as follows: local affiliates and/or the local offices of the Society for the Advancement of the Blind; the National Audubon Society; Keep America Beautiful, Inc.; the National Dairy Council; the Florida Department of Agriculture and Consumer Services (Division of

Forestry), Florida State Department of Health and Rehabilitative Services; and Florida Power and Light. The local arts council and a dental wives auxiliary group were also contacted.

APPENDIX C

Letter to Parents

January 21, 1985

Dear Parents,

As partial fulfillment of the requirements for a master's degree, I am proposing a project, "Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Use of Community Resources in the School". Attached is a brief outline with approximate implementation dates. If approved, all kindergarten children will be participating.

An important part of the project proposal involves documentation or evidence that such a program is needed, and will enhance learning. I would appreciate your taking a few minutes to write down your opinions on page three, then returning the form to your child's teacher by Friday, January 25, 1985. If you have any special interests, talents, or abilities in any of the areas listed, please contact me in room B-7. I would welcome your participation. Also any materials you feel could be used to assist in classroom instruction in the outlined areas would be appreciated.

Thank you for your cooperation.

Sincerely,
Katherine G. Butts
Kindergarten Teacher

Phase One: Take Good Care of Yourself

4 weeks March 4th begin	Body (Health)	Resources - Optometrist - Society for the Advancement of the Blind - Dental Wives Auxiliary - Dental Hygienist - Nutritionist - National Dairy Council - Registered Nurse - Physical Fitness Expert - Psychologist
	Staying Safe	- Safety expert - Melbourne Police

Phase Two: Care of the Environment

4 weeks April 1-4	Water - A Valuable Resource	- College Science Instructor - Director of County Water Authority
April 15th - May 3	Preserving Endangered Lands	- Board Member - Erna Nixon Hammock - Conservationist - (Division of Forestry)
	Endangered Animals	- Author, M. Van Atta, Living off the Land - Florida Power and Light "Save the Manatee Program"
	Keeping Our Community Clean	- Indian River Audubon Society - Keep America Beautiful Program
	Our community of long ago fossils	- an archaeologist

Phase Three: The Arts in Our Community

2-3 weeks	Visual Arts	Resources - Potter Painter China Painter Calligraphy Sculptor
	Performing Arts	- Theater - Dancing Instructor - Mime

Please list reasons you feel the proposed program "Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Use of Community Resources" is needed in our school, and will enhance learning. Also include reasons you feel the program would not be beneficial, if you desire. Comments may be made on each phase of the project.

APPENDIX D
Parent Opinion Survey

Number of letters sent: 110
Number of responses: 43
Number of responses indicating support and endorsement of the program: 41
Sampling of comments -

"Outstanding", "Wonderful","Great idea",
"I highly endorse the idea."
"Proper dental care is so important at this age when permanent teeth are coming in."
"Awareness of the environment and care at an early age will hopefully make the children more responsible as adults.
"Children need to see how things are created so that they will appreciate the arts."
"Special events stayed in my memory and were more interesting than routine classwork."
"The program will expand the curriculum for an age group that is so receptive to so many things."
"Visitations by professionals will provide good role models. Hopefully, minorities will be represented."
"This program could help our child develop a sense of belonging to the community."
"Due to the transient nature of the military life, it is hard to develop roots. This program could help."

Number of responses listing conditions: 1

"This program is O.K., if the presentations are limited to once a week."

Number of responses indicating opposition to the program: 1

"School time in kindergarten should be spent getting ready for first grade."

APPENDIX E

Program Outline

Phase One: Take Good Care of Yourself

Time	General Topics	Resources
four weeks; begin March 1, 1985	staying healthy	- optometrist - Society for the Advancement of the Blind - nutritionist - physical fitness expert - dentist - dental hygienist - nurse - psychologist
	staying safe	- police officer

Phase Two: Care and Concern for the Environment

four weeks	environmental	- forester
April 1-4, 1985	education	- author
April 15-	endangered	- Florida Power and
May 3, 1985	species	Light
	litter	- Keep America
	awareness	Beautiful, Inc.

Phase Three: Arts in the Community

two	visual arts	- painters
weeks;		- sculptor
May 5-17, 1985	performing	- ballet dancers
	arts	- actors

APPENDIX F

Evaluation form for Community Resource Volunteers

Event: _____

Person completing the form: _____

1. Do you feel the objectives of the presentation were met?

   yes _____ no _____

2. Do you feel the presentation was worthwhile for the students?

   yes _____ no _____

3. Do you feel your presentation was personally beneficial?

   yes _____ no _____

4. Were the facilities provided suitable for the presentation?

   yes _____ no _____

5. Would you consider repeating the presentation during another school year?

   yes _____ no _____

Comments:

APPENDIX G

Evaluation Form for Teachers

Event:

1. Did you feel the objectives of the presentation were met?

   yes _____ no _____ partially _____

2. Was the presentation appropriate for the ages of the children?

   yes _____ no _____

3. Was the presentation related to the on-going kindergarten curriculum in the school?

   yes _____ no _____

4. How would you rate the presentation?

   excellent _____ good _____ satisfactory _____

   unsatisfactory _____

5. Would you recommend that this presentation be repeated next year?

   yes _____ no _____

Comments:

APPENDIX H

Sources of Free and Inexpensive Materials

American Dental Association
211 East Chicago Avenue
Chicago Illinois 60611

Dairy and Food Nutrition Council
P.O. Box 7813
Orlando, Florida 32804

Environmental Education Consultant
Florida Department of Education
377 Knott Building
Tallahassee, Florida 32304

Florida Power and Light
Fact Film Library
2016 Harding Street
Hollywood, Florida 33020

Florida Power and Light
Educational Services
P.O. Box 529100
Miami, Florida 33152

Kemper Insurance Company
Long Grove, Illinois 60049

Office of Governmental and Public Affairs
U.S. Department of Agriculture
Washington, D.C. 20460

U.S. Consumer Product Safety Commission
(Regional Office)
1330 West Peachtree Street N.W.
Atlanta, Georgia 30309

U.S. Environmental Protection Agency
Washington, D.C. 20460

APPENDIX I

Eye Care - Evaluation Form for Students

Code: X = appropriate or correct response;

O = an incorrect response; no response; or a negative response

_____ 1. Can you name some of the causes of blindness?

_____ 2. Do you know some of the special things which help blind people?

_____ 3. Would you choose a blind child as a friend?

_____ 4. Can you point to the four pictures that show good ways to care for our eyes?
(Charts will be provided by the optometrist)

_____ 5. Which of the activities pictured require the use of the eyes?

_____ 6. Can you tell me two things an optometrist does to help people?

_____ 7. What are some eye problems you could have that should be reported to your parents? (Two are required)

Question eight is to be included in the posttest only.

_____ 8. How did you feel about the visits by the person who was visually handicapped and the optometrist? (Add comments below.)

APPENDIX J

Nutrition - Evaluation Form for Students

Evaluation form for students

Code: X = appropriate (correct) response; positive response

0 = incorrect response, no response, or a negative response

_____ 1. The child can correctly match pictures of food in different forms with those shown in their original form.

_____ 2. The child can name two reasons why good eating habits are important.

_____ 3. The child can name three nutritious snacks.

_____ 4. The child can explain, in simple terms, three services provided by a nutritionist.

APPENDIX K

Nutrition - Activities and Materials

Activities and materials that were suggested to reinforce and extend concepts in the classroom are described below.

Learning center materials developed by the writer included: (a) a game called "food group frolic"; and (b) a poster activity in which foods are matched with food sources.

The following lessons from the kit "Food-Early Choices" (National Dairy Council, 1979) were suggested for classroom instruction: food identification (lessons 4, 19); food in different forms (lessons 6, 11, 20); food provides energy (lessons 1, 14); and food helps you grow (lesson 15). Parent letters were included in the kit for duplication.

In the kindergarten classes, weekly cooking experiences are planned. Suggested cooking experiences

for this unit included preparing applesauce, a raw vegetable platter, or a fresh fruit platter.

Other activites suggested were graphing of food preferences, a classroom collage of healthful snacks, meal planning using magazine pictures and paper plates.

A few of the books (emphasizing good nutrition) that were made available to teachers are listed.

Berger, M. (1978). The new food book. New York: Crowell.

Gilbert, S. (1977). You are what you eat. New York: Macmillan.

Scheib, I. (1974). The first book of food. New York: Franklyn Watts.

Films on nutrition that were ordered from the school district's film library are listed.

"Balance Your Diet for Health and Appearance"
(Coronet Instructional Films, 1960)
"Eating Right with Harv and Marv"
(Huggins Productions, 1976)
"Habits of Health-Food to Live and Grow"
(Couillard Associates, 1975)

APPENDIX L

Dental Care - Evaluation Form for Students

Evaluation form for students

Code: X = appropriate (correct) response; positive response

0 = incorrect response, no response, or a negative response

_____ 1. Using the model and large toothbrush, can you show me how to brush teeth?

_____ 2. Can you tell me the missing word?

Dentists sometimes take pictures of teeth called _____ (x-rays).

Thin, strong thread used to clean between teeth is called _____ (dental floss).

Holes in teeth caused by decay are _____ (cavities).

Toothbrushing will remove food and _____ (plague). The person who helps the dentist by cleaning and polishing the teeth is called a _____ (dental hygienist).

_____ 3. From the pictures I have given you, can you show me a food that helps build strong teeth, and one that can cause cavities?

_____ 4. What does a dentist do (two services) to help people?

_____ 5. What does a dental hygienist do (one service) to help people?

_____ 6. How did you feel about the visits by the dentist and dental hygienist?

Record comments:

APPENDIX M

Dental Care - Materials

A. From the American Dental Association -

"Learning about Oral Health" (kit)

"The Tooth Chicken" (pamphlets)

"Charlie Brown on Brushing" (film)

B. Books (from the school and a local public library) -

Garn, B. (1959), A visit to the dentist. New York: Grosset and Dunlap.

Greenberg, S. (1963). So you want to be a dentist. New York: Harper & Rowe.

Rockwell, H. (1975). My dentist. New York: Morrow.

Showers, P. (1962). How many teeth? New York: Crowell.

Scarry, P. (1970). Let's visit the dentist. New York: Golden.

C. Films (from the school district's film library)

"Take Time for Your Teeth" (Johnson & Johnson, 1961)

"The Dentist - A First Film" (Paideia, 1979)

"Tooth Truth with Harv and Marv"
(Higgin, 1976)

Other suggested activities involved making hand puppets of "happy tooth" and "decayed tooth", and a sorting game of good and bad dental health practices using picture cards.

APPENDIX N

Bicycle Safety - Evaluation Form for Students

X = correct response

O = no response or incorrect response

Pretest:

_____ The child identified the bicycling practices shown on the chart as safe or unsafe.

_____ The child demonstrated the appropriate hand signals for the situations described.

_____ The child correctly identified the road signs shown on the chart.

Posttest:

Successful completion of the bicycle course -

yes_____ no_____

Record any comments made by the child regarding the two-day event.

APPENDIX O

Additional Materials on Bicycle Safety

Activities listed on pages 83 - 88 of Learning About the World (Allyn and Bacon, 1970)

Books -

Berenstain, S. & J. (1964). The bike lesson. New York: Random.

Leaf, M. (1961). Safety can be fun. New York: Lippincott.

McLeod, E. (1975). The bear's bicycle. Boston: Little.

Shapp, M. & C. (1959). Let's find out what the signs say. New York: Franklin.

Viorst, J. (1970). Try it again, Sam. New York: Lothrop, Lee & Shepard.

Films - (school district's film library)

"The Day the Bicycles Disappeared" (American Automobile Association, 1967)

"Finding Your Way to School Safely" (BFA, 1966)

"Signs, Symbols, and Signals" (Filmswest, 1969)

APPENDIX P

Understanding Emotions - Evaluation Form for Students

X = correct response

O = no response or an incorrect response

_____1. The child can identify five of the seven emotions expressed in the pictures on a chart.

_____2. The child can tell about something that makes him/her angry, then name some of the ways the anger could be resolved. (two ways)

_____3. The child can provide acceptable solutions to stories found on pages 138, 144, 145, and 147 in Learning About the World, Vol. I (Allyn and Bacon, 1970)

_____4. The child can explain, in simple terms, how a psychologist helps people.

For the posttest, add the child's comments concerning the visit by the psychologist.

APPENDIX Q

Environmental Education - Evaluation Form for students

X = correct (or appropriate) response

O = no response or an incorrect response

__X__1. Can you name three animals found around the school? What do they eat?

__X__2. Can you name an animal protected by its color?

_____3. Can you name some of the things this animal (show picture) needs to live?

__X__4. Can you name three plants that grow around our school?

_____5. How can people disturb the plants, animals, and land found in an area? (Minimum of three)

_____6. What are some things you think are in this sample of dirt (soil)? (Minimum of two)

__X__7. What are some things you can do to help care for the outdoors?

_____8. Do you know what the word erosion means?

For Posttest - add:

_____9. Can you draw a picture of the beautiful outdoors?

__X_10. Comments concerning the activities conducted by the forester:

X = Questions included in the final form of the test.

APPENDIX R

Materials for Environmental Education

Activities listed in the "Elementary Environmental Learning Packet, K-3" (developed by teachers in the district's school system and consultants from the center on Environmental Learning). Card series numbers S-2, S-3, S-9, S-16, S-25, S-35, S-43 and S-57, describe numerous activities pertinent to this area of study.

Books-

Baker, E. (1969). I want to be a forester. Chicago: Children's Press.

Goldin, A. (1967). Where does your garden grow? New York: Crowell. (on soil)

Milgrom, H. (1972). ABC of ecology. New York: Macmillan.

National Geographic (1973). How animals hide. Washington, D.C.: Author.

Norris, L. (1979). An oak tree dies and the journey begins. New York: Crown.

Pringle, L. (1969). The only earth we have. New York: Macmillan.

Tresselt, A. (1963). Under the trees and through the grass. New York: Lothrop, Lee & Shepard.

Films - (district film library)

"What's Alive" (Film Associates, 1961)

"Walk in the Forest" (Pyramid, 1976)

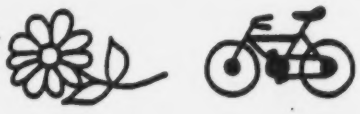
"What Ecologists Do?" (Centron, 1971)

APPENDIX S

Litter Awareness: Evaluation Form for Students

NAME_____ CLASS_____

EXAMPLE:



PART ONE

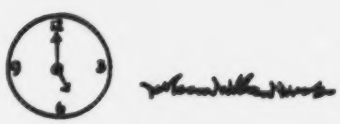
1.

2.

3.

4.

5.

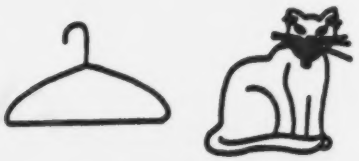


PART TWO

6.

7.

8.



9.

10.

"Waste in Place"
Keep America Beautiful, Inc.

APPENDIX T

Evaluation Form for Students - Visual Arts, Pretest

1. Have you seen a painter of pictures before?

   yes _____ no _____

2. Have you seen a sculptor before?

   yes _____ no _____

3. How did you feel about the paintings and/or sculpture you have seen?

   positive _____ negative _____ neutral _____

4. Do you enjoy art activities?

   positive _____ negative _____ neutral _____

5. Which art activities do you enjoy most?

   _____

6. Do you feel you can create beautiful works of art?

   yes _____ no _____

APPENDIX U

Evaluation Form for Students - Visual Arts, Posttest

1. Pretend I am your mother (or father). Tell me about the artist that visited your school. (Elicit feelings.)

   _____

2. How did what you saw make you feel about yourself?

   positive _____ negative _____ neutral _____

3. After seeing the artists, would you like to have more art experiences?

   yes _____ no _____

4. Would you like to see other artists and their works?

   yes _____ no _____

5. Having seen the artists, do you feel you know more about painting and sculpture?

   yes _____ no _____

APPENDIX V

Evaluation Form for Students - Performing Arts, Pretest

1. Have you ever seen a ballet before?

   yes _____ no _____

2. Have you ever seen plays, other than those at school?

   yes _____ no _____

3. Do you like to dance?

   yes _____ no _____

4. Do you like to participate in plays in school?

   yes _____ no _____

5. When you grow-up, would you like to be a dancer or an actor (actress)?

   yes _____ no _____

   If yes, which? _____

APPENDIX W

Evaluation Form for Students - Performing Arts, Posttest

1. Did you enjoy the dance performances?

   yes _____ no _____

2. Did you enjoy the play?

   yes _____ no _____

3. Would you like to participate more in dancing activities?

   yes _____ no _____ (note boy____ or girl____)

4. Would you like to participate in plays?

   yes _____ no _____

5. Would you like to be an actor (actress) or dancer when you grow up?

   yes _____ no _____

6. Would you like to see more plays?

   yes _____ no _____

7. Would you like to see other dance performances?

   yes _____ no _____